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Canadian International School of Egypt (CISE)
Social Sciences Department
GLE20- Learning Strategies: Skills for Success in Secondary School Grade 10

Course Outline

Teacher:	Jason Brazeau
Course Revision Date:	August 22, 2013
Course Developer:	Mr. Jason Brazeau
Course Development Date:	August 29, 2012
Program Director:	Mr. Brian Johnson
Program Principal:	Mr. Frank Smida
Course Title/Grade:	Learning Strategies: Skills for Success in Secondary School Grade 10
Course Type:	Open
Ministry Course Code:	GLE20
Credit Value:	1
Prerequisite	None
Ministry Document:	The Ontario Curriculum, Guidance and Career Education Grades 9 & 10, 2006

Course Description

This course focuses on learning strategies to help students become better, more independent learners. You will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve your learning and achievement in school, the workplace, and the community. This course helps students to build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Overall Curriculum Expectations

1. Learning Skills- *by the end of this course, students will*

- a. Identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts;
- b. Identify and use a variety of numeracy skills and strategies to improve their practical application of mathematics in everyday contexts;
- c. Demonstrate an understanding of learning skills and strategies required for success in school.

2. Personal Knowledge and Management Skills- *by the end of this course, students will*

- a. apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school
- b. identify and describe personal-management skills required for success, and explain their use to help maximize learning
- c. demonstrate the use of personal-management skills and strategies to enhance learning

- 3. Interpersonal Knowledge and Skills-** *by the end of the course, students will*
- identify and describe the knowledge and skills necessary for successful interpersonal relations and teamwork
 - assess their interpersonal and teamwork skills and strategies, and explain how those skills requiring further development affect their learning
 - demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments
- 4. Exploration of Opportunities-** *by the end of the course, students will*
- apply their knowledge of school, work, and community involvement opportunities to develop a personal learning plan
 - demonstrate an understanding of school and community resources and how these can be utilized to support their learning needs
 - develop a portfolio of documents pertaining to self-assessment, research, and career exploration that are necessary for planning a pathway for secondary school success
- 5. Ontario Secondary School Literacy Test Prep-** *by the end of the course, students will*
- develop newspaper report writing skills
 - develop opinion piece writing skills
 - develop and refine reading strategies with regards to graphic texts, narrative texts, texts with dialogue, and informational texts

Strands and Overall Expectations

Unit	Hours	Resources	Outline	Criteria
Unit 1- Learning Skills	20	→ Notes → Videos → Surveys → Self Reflection → Case Studies → Role Playing → Group Activities → Assignments	In this unit, students will look at strategies used to assist with their learning. They will look at different learning skills such as note taking, study-skills, memory strategies, etc and resources that they can find around the school to assist with their learning needs.	<u>DLSS</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u>
Unit 2 Personal Knowledge and Management Skills	20	→ Student Research → Surveys → Group Activities → Self Reflection → Personal Assessment Pieces → Videos → Notes → Assignments	In this unit, students will look at their own interests, learning styles to assist with showing the student how they learn best. They will also work with different personal management strategies to understand how they affect learning (time management, stress).	<u>PKL</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>PML</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>APMS</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u>

Unit 3 Interpersonal Knowledge and Skills	20	→ Role Playing → Surveys → Group Work → Checklists → Notes → Videos → Assignments	In this unit, students will work with communication and teamwork building skills. Students will analyze their past challenges when working with others and try and improve teamwork skills. Students will also evaluate the importance of different situations and skills that are needed when working in a team.	<u>UIWS</u> <u>1</u> <u>2</u> <u>3</u> <u>AIKSS</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>AIS</u> <u>1</u> <u>2</u> <u>3</u>
Unit 4 Exploration of Opportunities	18	→ Oral Presentations → Written Assignments → Surveys → Checklists → Role Playing → Notes → Videos	In this unit, students will work in identifying skills being developed through studies that will make them employable and how these skills will make them better members of their community. Students will also look at things available in their community that would assist with learning needs as well as looking at different careers and the courses needed in high school to explore these opportunities.	<u>MC</u> <u>1</u> <u>2</u> <u>3</u> <u>LTC</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>EC</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u>
Unit 5 Ontario Secondary School Literacy Test	20	→ Notes → Exemplars → Videos → Group Work → Checklists	In this unit, students will explore their skills with regards to the OSSLT. This unit will be looking at strategies to complete writing newspaper articles, and expressing an opinion. Students will also learn and apply strategies for working with informational texts, graphic texts, and narrative texts.	<u>DLSS</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>DNSS</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u>
Unit 6 Culminating, Project	<u>20</u>	→ Students Choice	In this unit students will create a summary of what they have learned in all aspects of the course as well as the contexts in which it has been applied. As a culminating activity, students will design a booklet for peers who are having any difficulties in school. Students will also outline how they can continue to be lifelong learners.	<u>1a</u> <u>1b</u> <u>1c</u> <u>2a</u> <u>2b</u> <u>2c</u> <u>3a</u> <u>3b</u> <u>3c</u> <u>4a</u> <u>4b</u> <u>4c</u>

Description of Course Units (70% of final report card mark)

Unit	Title	Time
1	Learning Skills	20
2	Personal Management Skills	20
3	Interpersonal Knowledge and Skills	20
4	Exploration of Opportunities	15
5	Ontario Secondary School Literacy Test	20
6	Culminating Unit	15
Total		110 Hours

Teaching and Learning Strategies:

Students in Learning Strategies typically demonstrate diversity in the ways best to learn. It is important, therefore, that students have opportunities to learn in a variety of different ways individually, cooperatively with teacher direction, through hands-on experience and examples followed by practice. This course will provide opportunities for all learners to excel in their own ways, whether visual, auditory, tactile and kinesthetic.

Assessment for Learning

At the beginning of and throughout the semester, students will be assessed regularly on their progress. Utilizing various strategies (eg pre tests, discussions, inventories, student teacher conferences, extensive review) the teacher will assess student current readiness to learn new skills as well as obtain information about their interests and learning preferences. Throughout, the teacher will set learning goals and design lesson plans accordingly.

Assessment as Learning

During instruction, the teacher support is provided in an ongoing matter. I will model and provide guidance to the students. The students will be required to be involved in self and peer assessment during instruction. Utilizing these methods will allow us to monitor and assess the progress of tasks and provide feedback to achieve goals. Learning goals and success criteria will be established at the beginning of each lesson and feedback will be given to students before, during and at the end of the lessons. Students are involved in the development process of success criteria. Our current website is built on an open source Moodle educational system. All resources are made readily available to students. Communication with students is maintained in class and through Google Documents.

Assessment Strategies

As defined in the Growing Success Handbook, page 28 states, “ Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course or subject.

During the semester students should inspect various assessment and feedback strategies to identify success and areas of improvement in achievement. Students should expect to participate in Self Assessment Rubrics, Checklists, Student/Teacher Conferences, Quizzes, Tests, Peer Assessment, and Comments with suggestion for improvement.

Assessment of Learning

As defined in the Growing Success Handbook, assessment categories of knowledge and skills are as follows:

Knowledge and Understanding- Subject specific content acquired in each grade/course (knowledge) and the comprehension of its meaning and significance (understanding)

Thinking- the use of critical and creative thinking skills and/or process

Communication- the conveying of meaning through various forms

Application- the use of knowledge and skills to make connections within and between various contexts.

Description of Term Evaluation (70% of final report card mark)

Evidence of student achievement for evaluation will be collected over time from various sources. Evaluation focuses on student's acquisition of the curriculum expectations. Success criteria will be provided for students per evaluation (check-lists, specific requests and/or rubrics). Assessment and evaluation is an ongoing progress and will be administered over a period of time to allow students to demonstrate a full range of learning curriculum expectations. Students should expect the following as assessments

Classroom Presentations, Projects, Quizzes, Tests, Unit Tests, Assignments

To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as a part of a curriculum expectation are not considered in the determination of student's grades.

Description of Final Summative Evaluation (30% of final report card mark)

Students will complete a cumulative project which will include material covered throughout the year. The FSE is completed in the last 4 weeks of the semester and will be worth 30% of the final grade. No exemptions are permitted on any component of the FSE.

Achievement Chart: Guidance and Career Studies, Grades 9-10

Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Knowledge and Understanding Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., terminology, vocabulary, information)	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Understanding of content (e.g., theories, concepts, skills, processes)	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Thinking The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry)	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analyzing, reflecting, integrating, synthesizing, evaluating, forming conclusions)	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving)	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness

Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Communication The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal pro- files, charts, reports, summaries)	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, employers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., appropriate style and format for cover letters, applications, résumés, e-mails, journals, telephone calls) and of appropriate vocabulary and terminology in oral, visual, and written forms	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

Application The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) in familiar contexts	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) to new contexts	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within and between disciplines; between learning in school and learning in the workplace; between different jobs within a workplace)	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

Description of Achievement Chart:

Percent Grade Range	Achievement Level	Summary Description
80-100%	4	A very high to outstanding level of achievement. Achievement is above the provincial standard
70-79%	3	A high level of achievement. Achievement is at the provincial standard
60-69%	2	A moderate level of achievement. Achievement is below but approaching the provincial standard
50-59%	1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	<i>Insufficient achievement of curriculum expectations. A credit will not be granted</i>	

Consideration for Program Planning

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn
- are based both on the categories of knowledge and skills on the achievement
- level descriptors given in the achievement chart on pages 16-17
- are varied in nature, administered over a period of time, and designed to provide
- opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- are fair to all students
- accommodate the needs of students with special education needs, consistent with the strategies outlined in their IEP
- accommodate the needs of students who are learning the language of English instruction (English or French)
- ensure that each student is given clear directions for improvement
- promote students ability to assess their own learning and set specific goals
- include the use of samples of students' work that promote evidence of their achievement
- are communicated clearly to students and parents at the beginning of the course or the school term and at appropriate points throughout the school year
- Planning Learning Strategies Units for students with special needs will be created on a case to case basis
- Planning for students requiring special accommodations with be created on a case to case basis
- Program Considerations for English Language will be created on a case to case basis

Accommodations

Students with special needs, whether identified formally or not, need additional supports to succeed in Grade 9 Learning Strategies. For each identified student, read the individual IEP for information about specific accommodations designed to compensate for specific disabilities. Where there are specific accommodations required in an activity, the suggestions are noted with activity description.

- Ensure that peer helpers are available when students are working in small groups
- Provide handout sheets with sample calculations and specific skill instructions
- Help students create charts into which they record information
- Record key words on the board when students are expected to make their own notes
- Permit students a wide range of options for recording and reporting their work to utilize student strengths (drawings, diagrams, flow charts, concept maps)
- Timelines may be extended for students to process language and put their thoughts into words
- Where an activity requires reading, give it in advance or provide materials at different reading levels
- Students in ESL/English Literacy Development Programs may require additional supports
- Have students keep a dictionary (flash cards/cue cards) of terms using pictures and first language words
- Provide additional time on assessments for processing language

Resources:

Textbook: None Required

Replacement Cost: \$ N/A

Additional Resources: Handouts will be provided

Consumable Costs: N/A

Learning Skills: Teachers use their professional judgment to provide authentic and relevant opportunities to help students develop their learning skills and work habits.

<i>Responsibility</i>	The student: <ul style="list-style-type: none">• Fulfills responsibilities and commitments within the learning environment.• Completes and submits class work, homework, and assignments according to agreed-upon timelines.• Takes responsibility for and manages own behavior.
<i>Organization</i>	The student: <ul style="list-style-type: none">• Devises and follows a plan and process for completing work and tasks.• Establishes priorities and manages time to complete tasks and achieve goals.• Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
<i>Independent Work</i>	The student: <ul style="list-style-type: none">• Independently monitors, assesses, and revises plans to complete tasks and meet goals.• Uses class time appropriately to complete tasks.• Follows instructions with minimal supervision.
<i>Collaboration</i>	The student: <ul style="list-style-type: none">• Accepts various roles and an equitable share of work in a group.• Responds positively to the ideas, opinions, values, and traditions of others.• Builds healthy peer-to-peer relationships through personal and media-assisted interactions.• Works with others to resolve conflicts and build consensus to achieve group goals.• Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
<i>Initiative</i>	The student: <ul style="list-style-type: none">• Looks for and acts on new ideas and opportunities for learning.• Demonstrates the capacity for innovation and a willingness to take risks.• Demonstrates curiosity and interest in learning.• Approaches new tasks with a positive attitude.• Recognizes and advocates appropriately for the rights of self and others.
<i>Self-Regulation</i>	The student: <ul style="list-style-type: none">• Sets own individual goals and monitors progress towards achieving them.• Seeks clarification or assistance when needed.• Assesses and reflects critically on own strengths, needs, and interests.• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.• Perseveres and makes an effort when responding to challenges.